



















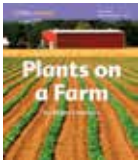
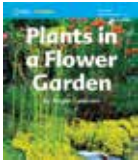



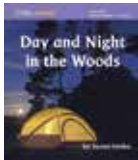

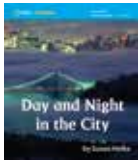











	Life	Earth	Physical
Big Ideas Big Book 1 per teacher			
Big Ideas & Vocabulary Cards 1 per teacher			
North Carolina Science Student Book 1 per student	<div> <div> <h3>What Can You Observe?</h3> <p>Look at the forest. Describe what you can see. Tell what you might hear. Share what you might observe with others.</p> <p>Did You Know? There are more than 120 kinds of trees in North Carolina!</p> <p>Triple Falls, Brevard, North Carolina</p> <p>Wrap It Up! Observe an object in your classroom. Tell about how the object might change.</p> </div> </div>		
North Carolina Science Teacher's Guide 1 per teacher	<div> <div> <h3>What Can You Observe?</h3> <p>Clarifying Objective K.2.2 Use what they observe to describe what happens to many things in the environment based on observations made using one or more of their senses.</p> <p>Science Vocabulary observe</p> <p>ENGAGE Tap Prior Knowledge Ask students to think about a tree that they visited a lake, river, or beach, invite volunteers to describe the water. Ask, What did it look like? Then ask other students to answer the same questions to describe the plants near the water. Explain to students that we observe things in the environment. To know if something has changed, we try to make careful observations about it. Have students make a list of things that have changed around the school in the past month.</p> <p>EXPLORE Preview the Lesson Have students look at the photo of Triple Falls on page 16. If 10 minutes, share what they see in the picture. Ask probing questions to encourage students to make observations about the environment. For example, ask, What kinds of trees are in the picture? As all of the trees the same? Come across might refer to the trees having different colored leaves. Some might respond that some trees have leaves and others do not. Have students share their responses. Students may infer that the leaves are changing colors because it is fall. Have students to share other observations from the photo.</p> <p>Set a Purpose and Read Read the fourth sentence, and then ask, What do you see in the picture? What might you hear? Think about this question as you look at the pages and listen to the words. Read pages 16–17 together.</p> <p>EXPLAIN Explain How to Observe Explain to students that the environment, or the world around them, can be described by observing its colors, shapes, size, and how it feels to the touch. To describe this part, find a notebook, folder, or similar object in the classroom and place it around so that each student has a chance to touch it. Ask, What can you tell about the notebook? It is smooth. How do you know? Touch the notebook. There are the following questions: What color is this object? (touch measurable sensory) What shape is it? (it is a flat rectangle) Is it small or large? (large) Next, find a different object in the classroom and have students repeat the exercise. Then, ask, What is the same about both objects? (both objects have properties) Explain Change in the Environment The environment, the natural world as well as physical, is always changing. Guide students to describe what changes they have seen in the natural environment around them. Students may describe the season of fall in winter examples). Then, have them look at the photo and ask, The leaves on the trees change. Ask, How do you know? (The leaves change color each fall, or the leaves are falling from the trees.) Ask, What else do you think may change over time in the photo? (except measurable sensory)</p> <p>ELABORATE Extend Your Thinking About Observations Organize students into small groups. Give each group a picture or illustration with a natural setting such as a lake, forest, or stream. Then, have students draw the scene in their science notebook. Then allow students to discuss how the scene may look in a different season or year. Encourage them to describe how the scene may change. Ask the students to observe the scene and include the changes that they think may occur. Have a discussion to encourage students to think about all kinds of changes that they can observe in the environment, such as plants growing, leaves changing, animals moving, or weather changing. Show students before and after photos to help them understand how the environment changes. Remind students to make observations using their senses. Invite groups to share their descriptions with the class.</p> <p>EVALUATE Have students record their answers to the What It Up questions in their science notebook. Wrap It Up! 1. EXPLAIN Observe an object in the classroom. Tell about how it might change. (except measurable sensory that include a change noted by the use of one of the senses)</p> <p>SCIENCE BACKGROUND Waterfalls A waterfall is a place in a river or stream where the water flows vertically and sometimes drops over the edge of a steep decline or cliff. There are many large picturesque waterfalls around the world. Some students may know examples, such as Angel Falls in Venezuela, Niagara Falls in New York, Ribbon Fall in Yosemite National Park, Victoria Falls on the border between Zimbabwe and Zambia. Have students describe the differences between the waterfalls.</p> <p>CAROLINA CONNECTION Triple Falls Triple Falls is a 10-meter (33-foot) waterfall in the DuPont State Forest near Brevard, North Carolina. The waterfall was given its name because it is made up of three distinct waterfalls.</p> </div> </div>		

	Life	Earth	Physical
Teacher's Edition 1 per teacher			
Learning Masters 1 per teacher			
Assessment Handbook 1 per teacher			
Become An Expert Books 1 set per school 8 copies of each HIGH    MEDIUM    LOW   	     	     	     



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Teacher Website